"What Shape Am I?"

Produced by Barbara Pope and Veronica York at Robert Bakewell Primary School in Loughborough, this activity was devised for helping 8 or 9 year olds to become familiar with the properties of 2D shapes. The statements can be sorted with or without the tree diagram. A variety of games can be played with the statements:

- Each player can hold a different shape or shapes and take turns to pick up and read out a statement which the "shape" can claim.
- If the name of each shape is added to the statements then a happy families game could be played.
This activity was last updated 30th july 2002.
The webaddress for this activity is: <http://www.collaborativelearning.org/whatshape.pdf>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:
The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP'.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

I am a hexagon.	I have six equal sides.	I have six equal angles.	Each of my angles measures 120°.
I am a right angled triangle.	I have four equal sides.	I have four equal angles.	Each of my angles measures 90°.
I am a circle.	I have one side.	I have no angles.	My one side is curved.
I am a rectangle.	I have two long sides and two shorter sides.	I have four equal angles.	Each of my angles measures 90°.

"What Shape Am I?" cards

I am an equilateral triangle.	I have three equal sides.	I have three equal angles.	Each of my angles measures 60°.
I am a pentagon	I have five equal sides.	I have five equal angles.	Each of my angles measures 108°.
I am a square	I have four equal sides.	I have four equal angles.	Each of my angles measures 90°.

Sort the Shapes

It has equal sides.

Yes — It has four angles.

Yes

No — It has an odd number of sides.

Yes

No

It has angles of 60°.

Yes   No

No — It has at least one angle of 90°.

Yes — It has equal angles.

Yes

No

No